

What can we do to make PLCs more relevant and effective on our campus?

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Abstract

Central Elementary faculty and staff participated in a survey to address our campus needs for improving Professional Learning Communities (PLCs). The results of the survey revealed that many participants did not feel supported in their classroom and many participants did not find value in our current PLCs. For six months, our campus participated in an Action Inquiry to answer the question: What can we do to make PLCs more relevant and effective on our campus? In order to implement and evaluate this Action Inquiry, we used tools and improvement sustainment methods outlined in *Examining what we do to improve our schools: 8 steps to improve our schools* (Harris 2010, pp.94-99).

Keywords: action, campus, collaboration, improvement, inquiry, professional learning communities, PLCs

What can we do to make PLCs more relevant and effective on our campus?

According to results from a survey, many Central Elementary staff members did not feel supported in their classroom and many participants did not find value in our current PLCs. Many participants felt strategies discussed during PLCs were not modeled to an extent at which they felt comfortable using in their own classroom. Participants also stated they lacked in class support to implement strategies discussed during PLCs, therefore devaluing the PLC learning opportunities.

Our goal was to find ways to make our Professional Learning Communities (PLCs) more relevant and effective. We wanted all members to actively share, participate, and lead PLCs. We also wanted our campus to have the shared vision that effective PLCs will increase student achievement and allow educators to grow professionally. The goal of our PLCs is to enhance our effectiveness as professionals so that students benefit.

Rosenholtz (1989) addressed how teachers' workplace factors affected the teaching quality. Rosenholtz noted that teachers who felt supported in their own lifelong learning and classroom practice were more devoted and effective than those who did not receive such affirmation. McLaughlin and Talbert (1993) confirmed Rosenholtz's findings, suggesting that when teachers had opportunities for collaborative inquiry they were able to develop and share acuity garnered from their experience. Dana (2009) further emphasizes how PLCs enhance the possibilities for conducting action inquiry and cultivates a community of action inquirers. The “action” in “action inquiry” produces participation, ownership, and results.

Dana focuses on four critical tasks that an action inquirer must perform while sharing the action research plan (Dana, 2009, p. 163). The first step is providing background knowledge. Background knowledge allows others to understand your purpose or reason for the action

inquiry. The second step is to share the “design” of your inquiry. Sharing the “design” allows others to understand the procedures and data used for the inquiry. The first two steps open the door for the third step of supporting your statements. The implementation of these four critical tasks allows others to learn from your research and formulate their own action inquiries. Their action inquiries will prompt further research, thus continuing the collaboration amongst peers. This cycle allows us to be continuous life-long learners and action inquirers.

Method

Participants

Our campus is a 3rd-5th grade campus with approximately 550 students. Our action inquiry included a group of campus staff members. We had 21 out of 38 staff members actively participate in the action inquiry. The participants included male and female Latinos, Caucasians, and African Americans. The participants' age range was 23-72 years old. The participants had a wide range of teaching experience and years in the education profession. The participants' years of teaching experience ranged from 1-32 years. The participants' years on our campus ranged from 1-23 years. The participants also had a wide range of grade level and content area experience. The grade level experience ranged from PK-12.

Our Action Inquiry did not directly involve students or community members. Although some staff members actually live in our local community, we did not directly involve anyone that was not a member of the Central Elementary staff.

Setting

The action inquiry activities and procedures took place during Content Area Professional Learning Communities (PLCs) at Central Elementary. Our PLCs were held bi-monthly after school. Participants met from 3:15 p.m. to 4:00 p.m. in their content leader's room. The content areas were math, reading, science, and social studies. The action inquiry activities and strategies were then extended into some of the classrooms on our campus. Some of the classrooms benefited from our Action Inquiry, because their teacher chose to remain actively involved in the Action Inquiry.

Procedures

We began our action inquiry by organizing roles, responsibilities, materials, and timelines for implementation of the activities outline in our inquiry. In organizing and managing our inquiry, we used tools and improvement sustainment methods outlined in *Examining what we do to improve our schools: 8 steps to improve our schools* (Harris 2010, pp.94-99). As shown in Table 1, we developed an Action Inquiry Plan for improving PLCs on our campus.

Table 1

Improving PLCs: Our Action Inquiry Plan

Action Inquiry: What can we do to make PLCs more relevant and effective on our campus?

Goal: Our goal is to find ways to make our Professional Learning Communities (PLCs) more relevant and effective. We want all members to actively share, participate, and lead PLCs. We also want our campus to have the shared vision that effective PLCs will increase student achievement and allow educators to grow professionally. The goal of our PLCs is to enhance our effectiveness as professionals so that students benefit. **Action Inquiry:** What can we do to make PLCs more relevant and effective on our campus?

Rationale: Rosenholtz (1989) addressed how teachers' workplace factors affected the teaching quality. Rosenholtz noted that teachers who felt supported in their own lifelong learning and classroom practice were more devoted and effective than those who did not receive such affirmation. McLaughlin and Talbert (1993) confirmed Rosenholtz's findings, suggesting that when teachers had opportunities for collaborative inquiry they were able to develop and share acuity garnered from their experience. Dana (2009) further emphasizes how PLCs enhance the possibilities for conducting action inquiry and cultivates a community of action inquirers. The “action” in “action inquiry” produces participation, ownership, and results.

In order to implement and evaluate this Action Inquiry, we will use tools and improvement sustainment methods outlined in *Examining what we do to improve our schools: 8 steps to improve our schools* (Harris 2010, pp.94-99).

Dana, N. (2009). *Leading with passion and knowledge: The principal as action researcher*.

Thousand Oaks, CA: Corwin Press.

Gallagher, B. J. & Ventura, S. (2006). *Yes lives in the land of no: A tale of triumph over negativity*. San Francisco, CA: Berrett-Koehler Publishers

Harris, S., Edmonson, S., and Combs, J. (2010). *Examining what we do to improve our schools: 8 steps to improve our schools*. Eye on Education Press.

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McLaughlin, M.W. & Talbert, J.E. (1993). *Contexts that matter for teaching and learning*. Stanford, California: Center for Research on the Context of Secondary School Teaching, Stanford University.

Rosenholtz, S. (1989). *Teacher's workplace: The social organization of schools*. New York: Longman.

Action Steps(s):	Person(s) Responsible:	Timeline: Start/End	Needed Resources	Evaluation
Analyze the impact of our current PLCs to discover what is effective and ineffective. Allow teachers to engage in self-reflection regarding their contributions to PLCs and ways to make PLCS more relevant and effective to them.	Participants: Faculty & Staff Facilitator: Amy Zbylut & Daniel Salinas	November 30, 2010 – December 3, 2010	Survey Monkey Computer & Access to the Internet Faculty & Staff (stakeholder participants)	Results from the survey will be used to initiate our action inquiry on “What can we do to make PLCs more relevant and effective on our campus?”
Establish routines	Amy Zbylut	December 6,	Paper	Rough Drafts that

for collective inquiry that enables team members to develop new skills and capabilities that in turn lead to new experiences and awareness	CILT Members PLC Members (Exclude administration, so educators can feel real ownership of the established routines)	2010 – January 6, 2011	Pencils Educator Voices: (In order to share and collaborate on relevant and effective routines and schedules for leading, presenting, & sharing at PLCs) Computer (To type final copy of routines and schedules) Email: (To disseminate final copy of routines and schedules)	were created through PLCs will be used to create final copies of routines and schedules. Each PLC Math, Science, Reading, Language Arts, & Social Studies may create their own or decide to use one for all content areas.
Create PLC Norms based on what an effective PLC should look like or the mannerism in which it should operate	Content Area PLC Chairperson	December 6, 2010 – January 6, 2011	Paper Pencils Educator Voices (In order to share and collaborate on relevant and effective PLC Norms to follow during PLCs) Computer (To type final copy of PLC Norms) Email: (To disseminate final copy of PLC Norms)	PLC Norms will be followed and evaluated at future PLCs.
Incorporate research based articles, videos, & book studies that allow our campus to implement what was learned Topics Include: *Effective PLCs and their	Content Area PLC Chairperson Daniel Salinas Loretta Darden Amy Zbylut (Provide the skills or job-embedded	December 2010 – April 2011	Research Based Articles Internet Paper Books Videos Money (Staff Development-Line Code)	Collaboration and discussion on research based articles, videos, and book studies. Applying what was learned to our classrooms and campus. Discussing the effectiveness or

correlation to Student Achievement *Engaging students *Integrating Technology (Provide the skills or job-embedded professional development to allow teachers to implement technology)	professional development to allow teachers to implement technology)			ineffectiveness of what was applied from previous studies/PLCs.
Use the Nominal Group Technique to analyze the impact of our changes to the PLCs to discover what was effective and ineffective. Identify concerns and routines that should be sustained for future PLCs. Address changes that should be in place for future PLCs.	Participants: Faculty & Staff Facilitators: Amy Zbylut & Daniel Salinas	May 2011	Nominal Group Technique tool Meeting Place for all staff members Faculty & Staff (stakeholder participants)	The results from the Nominal Group Technique (NGT) activity will allow us to maintain the positive aspects of our action inquiry on PLCs and to initiate further action inquiry on “What other measures can we take to make PLCs more beneficial to educators and students?”

Format based on Tool 7.1 from *Examining What We Do to Improve Our Schools*

(Harris, Edmonson, and Combs, 2010)

After developing our plan, we orally presented the plan and disseminated hard and soft copies of the plan. This allowed participants to have a guide and timeline for implementation of actions outlined in Table 1. It also allowed the participants to focus on our goal for making PLCs more relevant and effective on our campus.

After disseminating the Action Inquiry Plan, our participants worked collaboratively to complete each of the activities outlined in Table 1. In completing each activity, we used the diversity of the participants to implement strategies that would serve the needs of students with special/exceptional needs and students with diverse backgrounds (cultural, ethnic, economic, and/or special interest groups). After the completion of each activity outlined in Table 1, we would reflect on our success and areas that still needed improvement. These reflections would occur formally in Grade Level, Faculty, and PLC meetings. The reflections also occurred informally through email, phone, text messages, and face-to-face conversations.

Results

Our participants had the opportunity to participate in an online survey from www.surveymonkey.com during the beginning stages of our Action Inquiry. The results of the survey allowed the participants to understand our reason for the need to make PLCs more relevant and effective on our campus. As shown in Figures 1-5, the results of the survey showed a need for PLC improvement, staff motivation, and climate change on our campus.

Figure 1

Central Elementary PLC Survey Results: Question 1

Response Summary		Total Started Survey
		Total Completed Survey
PAGE:		
1. On a scale of 1-10, (1-being lowest and 10-being highest), how effective are our current PLCs with providing opportunities to share and grow professionally?		
Hide Responses		
1.	9	Fri, Dec 3, 2010 11:54 AM
2.	5	Wed, Dec 1, 2010 8:36 AM
3.	6	Wed, Dec 1, 2010 7:06 AM
4.	8	Wed, Dec 1, 2010 5:37 AM
5.	8	Wed, Dec 1, 2010 5:36 AM
6.	8	Tue, Nov 30, 2010 6:12 PM
7.	5	Tue, Nov 30, 2010 1:47 PM
8.	3	Tue, Nov 30, 2010 12:01 PM
9.	5	Tue, Nov 30, 2010 11:47 AM
10.	5	Tue, Nov 30, 2010 7:11 AM
11.	7	Tue, Nov 30, 2010 6:44 AM
12.	1	Tue, Nov 30, 2010 6:43 AM
13.	7	Tue, Nov 30, 2010 6:37 AM
14.	8	Tue, Nov 30, 2010 6:13 AM
15.	8	Tue, Nov 30, 2010 5:56 AM
16.	7	Tue, Nov 30, 2010 5:56 AM
17.	9	Tue, Nov 30, 2010 5:41 AM
18.	7	Tue, Nov 30, 2010 5:27 AM
19.	5	Tue, Nov 30, 2010 5:19 AM
20.	8	Tue, Nov 30, 2010 4:14 AM
21.	7	Mon, Nov 29, 2010 7:26 PM
		25 responses per page

Figure 2

Central Elementary PLC Survey Results: Question 2

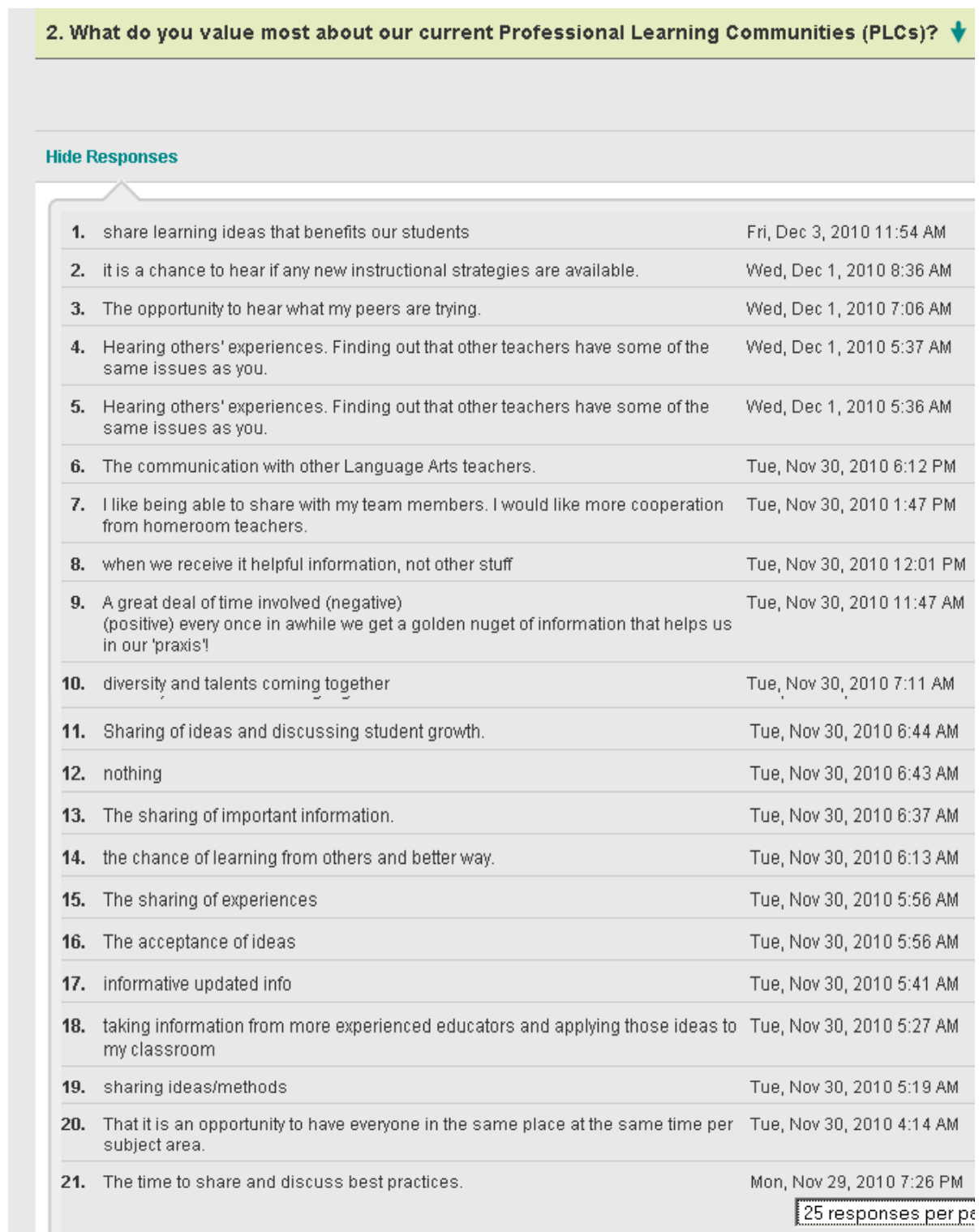


Figure 3

Central Elementary PLC Survey Results: Question 3

3. What are some changes you would like to see in regards to our current PLCs?		
Hide Responses		
1. none		Fri, Dec 3, 2010 11:54 AM
2. do away with them		Wed, Dec 1, 2010 8:36 AM
3. Everyone participating....not just a few!		Wed, Dec 1, 2010 7:06 AM
4. n/a		Wed, Dec 1, 2010 5:37 AM
5. n/a		Wed, Dec 1, 2010 5:36 AM
6. No changes		Tue, Nov 30, 2010 6:12 PM
7. We meet as 'special' teachers and I like that.		Tue, Nov 30, 2010 1:47 PM
8. Everyone must attend including those tutoring or at least let the ones that are not in a group cover so they can come.		Tue, Nov 30, 2010 12:01 PM
9. More vertical planning!		Tue, Nov 30, 2010 11:47 AM
10. more instruction based instead of philosophy		Tue, Nov 30, 2010 7:11 AM
11. Everyone bringing something to share to the table. What is working? What is not working? We need to take our student data- dissect it down to TEKS and rethink the way we are teaching it. What is working for others?		Tue, Nov 30, 2010 6:44 AM
12. stop having them		Tue, Nov 30, 2010 6:43 AM
13. More participation from all teachers and better development of leaders.		Tue, Nov 30, 2010 6:37 AM
14. nothing		Tue, Nov 30, 2010 6:13 AM
15. More meetings.		Tue, Nov 30, 2010 5:56 AM
16. Frequency		Tue, Nov 30, 2010 5:56 AM
17. none @ this time		Tue, Nov 30, 2010 5:41 AM
18. none		Tue, Nov 30, 2010 5:27 AM
19. more time to share and less directives from the leader		Tue, Nov 30, 2010 5:19 AM
20. I would like to see the responsibilities rotate without feeling you are forcing someone to have input.		Tue, Nov 30, 2010 4:14 AM
21. I would like more people to share at and attend the PLCs. I would also like students to have the opportunity to discuss what they thought was one of their teacher's "best practices". For example, a student might have learned a lot from an experiment or video.		Mon, Nov 29, 2010 7:26 PM

25 responses per p

Figure 4

Central Elementary PLC Survey Results: Question 4

4. Name the Professional Learning course or class which had the greatest impact on you. Download Why? (If you do not remember the specific name of the course, please share the topic/concept discussed during the course.)		
		Response Count
Hide Responses		21
1. problem solving skills because they are weak in this skills	Fri, Dec 3, 2010 11:54 AM	Find...
2. learned about the CUBE problem solving strategy.	Wed, Dec 1, 2010 8:36 AM	Find...
3. Reading--some websites that were demonstrated that game learning activities for reading skills...ex.(cause/effect) (inferencing) (summarization), etc.	Wed, Dec 1, 2010 7:06 AM	Find...
4. Autism Academy & the last SELC Special Ed training	Wed, Dec 1, 2010 5:37 AM	Find...
5. Autism Academy & the last SELC Special Ed training	Wed, Dec 1, 2010 5:36 AM	Find...
6. No great impact	Tue, Nov 30, 2010 6:12 PM	Find...
7. We have not had a specific class.	Tue, Nov 30, 2010 1:47 PM	Find...
8. would rather not	Tue, Nov 30, 2010 12:01 PM	Find...
9. "IFL - Pittsburgh" Agenda or "Region 10 STARR Preparation for the Math and Science"	Tue, Nov 30, 2010 11:47 AM	Find...
10. all nasa courses	Tue, Nov 30, 2010 7:11 AM	Find...
11. PLC Conference	Tue, Nov 30, 2010 6:44 AM	Find...
12. none	Tue, Nov 30, 2010 6:43 AM	Find...
13. PLC's at Work Conference in New Orleans, La. It detailed various PLC strategies and gave valuable ideas for making PLCs more effective.	Tue, Nov 30, 2010 6:37 AM	Find...
14. sicence	Tue, Nov 30, 2010 6:13 AM	Find...
15. The one regarding learning disabilities	Tue, Nov 30, 2010 5:56 AM	Find...
16. The course in which we talked about assessing our students each step of the way to make sure we find where they get lost	Tue, Nov 30, 2010 5:56 AM	Find...
17. Mathematics Academy	Tue, Nov 30, 2010 5:41 AM	Find...
18. math, because that is the focus of what i teach	Tue, Nov 30, 2010 5:27 AM	Find...
19. i don't know	Tue, Nov 30, 2010 5:19 AM	Find...
20. The Science class where the team took apart the CPG and made labs/lesson plans for the entire six weeks.	Tue, Nov 30, 2010 4:14 AM	Find...
21. The annual 21st Century Technology Conference provided by Region 10, because I have learned how to use many "free" technologies that engage students. Using the resources from this conference has made my classroom more fun, engaging, and more manageable.	Mon, Nov 29, 2010 7:26 PM	Find...

Figure 5

Central Elementary PLC Survey Results: Question 5

5. Regarding the previous question, have you used any of the skills/techniques learned from that class? If yes, please provide a brief description of the skill/technique. If no, please provide a brief description of the skill/technique you plan on using from that class.			Download
			Response Count
Hide Responses			21
1. problem solving skills students will create their own story problems to help improve this skills	Fri, Dec 3, 2010 11:54 AM	Find...	
2. CUBE problem solving strategy	Wed, Dec 1, 2010 8:36 AM	Find...	
3. I am waiting for (hub/hubs) to connect my computer work stations to the internet....then I will be using them as practice and enrichment activities.	Wed, Dec 1, 2010 7:06 AM	Find...	
4. Yes for the Autism Academy: I was able to share some information with colleagues who were servicing students with autism. I also shared the updated information with my fellow special ed teachers from the SELC SpEd meeting, and I plan on making the changes I need to make to get things updated with my caseload.	Wed, Dec 1, 2010 5:37 AM	Find...	
5. Yes for the Autism Academy: I was able to share some information with colleagues who were servicing students with autism. I also shared the updated information with my fellow special ed teachers from the SELC SpEd meeting, and I plan on making the changes I need to make to get things updated with my caseload.	Wed, Dec 1, 2010 5:36 AM	Find...	
6. I didn't see anything of great importance in changing of my skills/technique	Tue, Nov 30, 2010 6:12 PM	Find...	
7. No specific classes. We work together to have the best for our students that we can	Tue, Nov 30, 2010 1:47 PM	Find...	
8. no, have already been using the skills	Tue, Nov 30, 2010 12:01 PM	Find...	
9. Yes, "Math Anchors," - fact families - different way to teach math facts/fluency	Tue, Nov 30, 2010 11:47 AM	Find...	
10. I will use the different models and templates.	Tue, Nov 30, 2010 7:11 AM	Find...	
11. Yes- bringing student work and examples to the table. I would like to dig deeper into our weeknessess as a grade level and look for solutions for our team within.	Tue, Nov 30, 2010 6:44 AM	Find...	
12. none	Tue, Nov 30, 2010 6:43 AM	Find...	
13. Not yet, but I will in my next Math PLC.	Tue, Nov 30, 2010 6:37 AM	Find...	

Figure 5 (Continued)

Central Elementary PLC Survey Results: Question 5

14.	the websites	Tue, Nov 30, 2010 6:13 AM	Find...
15.	NOt so much a skill but rather the attitude. As a new teacher I often thought I was the only one facing certain challenges but through learning communities I have learned that I am not alone and that helps boost my confidence and morale.	Tue, Nov 30, 2010 5:56 AM	Find...
16.	I have used more summative assessments	Tue, Nov 30, 2010 5:56 AM	Find...
17.	opened culture awareness, use of manipulatives more.	Tue, Nov 30, 2010 5:41 AM	Find...
18.	when reading about how to improve african american scores i was able to apply that to my students as well	Tue, Nov 30, 2010 5:27 AM	Find...
19.	i don't know	Tue, Nov 30, 2010 5:19 AM	Find...
20.	Yes, I've learned to look at the bigger picture down the road to gain the main goal and break it down into smaller bites.	Tue, Nov 30, 2010 4:14 AM	Find...
21.	I have used the website and resources found on http://sites.google.com/site/anchortechnologytomorrow/home/50-ways-to-anchor-technology for many class activities. I have also learned how to use the SmartBoard and other technologies that we have on our campus.	Mon, Nov 29, 2010 7:26 PM	Find...

25 responses per page ▾

The results of the survey were shared with the entire staff through email and oral presentation during a Campus Instructional Leadership Team (CILT) meeting. The CILT members shared the results with their grade level and PLCs. After reviewing the results of the survey, the CILT members and principal were surprised that only 21 out of 38 staff members participated in the survey. We had initially introduced the request to complete the survey through email and orally presented it at a faculty meeting. During the duration of the survey window, we made morning and afternoon announcements reminding the staff to complete the survey. We were surprised that only 55% of the staff members completed the survey. The lack

of participation added to our conclusion that our campus was in need of PLC improvement, staff motivation, and change in climate.

As our campus continued the activities in our Action Inquiry, as shown in Table 1, we saw improvement in the structure of our PLCs. PLCs became more focused and organized once group norms and procedures were in place, but we still struggled with active participation from some PLC participants. Our improvement seemed to hit a roadblock with the same people presenting, sharing, modeling, and actively attending PLCs. It seemed several staff members did not have a shared vision for improvement. “Remember, having a shared vision is foundational before genuine school improvement can occur” (Combs, 2010, p. 4).

After completing the Nominal Group Survey and evaluating our 2011 TAKS results, our data showed that teachers who actively participated in the strategies shared during the PLCs had higher TAKS results than those who did not participate. Data showed that student achievement was positively affected by their teacher’s involvement in PLCs. The Nominal Group Survey at the end of our Action Inquiry also showed our campus had made PLCs more effective and relevant, but we still needed to work on other measures that would make PLCs more beneficial to educators and students.

Discussion

During our Action Inquiry, several participants read and discussed BJ Gallagher's book *Yes Lives in the Land of No: A Tale of Triumph Over Negativity*. At the beginning of this Action Inquiry, I felt like the narrator in this book. I felt like I was venturing into the Land of No in search of Yes. I learned by watching others and I embraced the enthusiasm of those who shared my vision to improve our campus PLCs. Even though I was passionate about my cause, I feel that I did not effectively deal with some of the obstacles that I faced during this inquiry. Much like the characters of this book, I became disillusioned by the continued resistance of some staff members. In future Action Inquiries, I will continue to research ways that will make PLCs more beneficial to educators and students. I want to persevere despite the "No" responses and succeed in finding the elusive "Yes".

My target audience for my Action Research Project Results is staff members at my campus, district Campus Instructional Leadership Teams (CILT), my blog followers, and other educators. My Action Research Project dealt with PLCs and how to make them more relevant and effective on my campus. Effective, empowering, and engaging PLCs are vital to a school's success therefore; I believe other educators would find value in my research. I plan to share my results using various methods including:

- Email
- Oral Presentations
- Blogging
- Vlogging
- Participating in our district's Instructional Rounds Initiative
- Disseminating hard and soft copies of my Action Research Project Report

Completing a comprehensive Action Research Project Report and sharing the results are important, because it allowed me to self-reflect and allows others to learn from my research. In Chapter 5 of *Leading with Passion and Knowledge* Dana states:

An unshared practitioner inquiry is like the stone lying beside the pond. Unless that inquiry is tossed into the professional conversation that contributes to knowledge base for teaching and administration, it has little chance of creating change. However, once tossed in, it disturbs the status quo of educational practices, creating a ripple effect that begins with the principal himself and his immediate vicinity (the teachers and the students in the building) and emanates out to a district and a state, eventually reaching and contributing to a transformation at the perimeter of practice—in the education profession itself. (Dana, 2009, pp. 135-136)

I found Dana's analogy empowering and it invoked a desire for me to want to share and learn more from others. I am going to share the results of my Action Research Project and build upon our success in August during our beginning of the year professional development. Our district has a big push for PLCs and Self-Reflection this year, so my Action Research Project fits in with the district's current focus too.

References

Dana, N. (2009). *Leading with passion and knowledge: The principal as action researcher*.

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Appendix

Leadership Plan

As part of my internship, I was the leader in developing, implementing, monitoring, and evaluating my action research project. Here is a list of specific actions in each of the 12 areas that I accomplished based on our internship requirements:

- 1) Build trusting relationships
 - a. I worked with each teacher on their own level in order to make them feel more comfortable with their own skill set.
- 2) Create a shared vision
 - a. We completed a Nominal Group Survey and worked together as a campus to create a new vision that everyone had input into creating and revising.
- 3) Collaborate on decisions
 - a. We used PLCs and Faculty meetings to collaborate on campus-wide decisions. In the past, our Campus Instructional Leadership Team (CILT) seemed to make decisions without collaborating with other staff members.
- 4) Communicate effectively
 - a. Prior to upcoming PLCs, we used email, announcements, and other forms of communication to inform staff members of PLC agenda topics.
 - b. With prior knowledge of PLC topics, staff members became more prepared and actively involved during the PLCs.
- 5) Lead productive groups
 - a. I lead and facilitated many of the PLCs until others became more comfortable with leading the PLCs.

6) Resolve issues or conflicts

- a. I had to rearrange the time when content area PLCs met, because we had some teachers that never attended a specific content area PLC due to it overlapping another content area that they were teaching.
- b. At the beginning, some PLC groups would pretend to meet and just sign-in. We had to resolve this issue by recruiting staff members to be “cheerleaders” and help motivate others to take advantage of PLCs.

7) Motivate others

- a. I had to create games and participation prizes to get others motivated and more involved in PLCs.
- b. I encouraged others to have their “voice” be heard during PLCs and this helped with building trusting relationships.

8) Manage a positive culture and climate

- a. Managing a positive culture and climate has been the most difficult task on my campus. I have had many conversations with those who are perceived as negative staff members. I found that listening to and trying to address their concerns boosts morale.
- b. I continuously research and learn more about techniques and strategies that increase the campus’ morale.

9) Use appropriate leadership style

- a. During my Action Research, I mostly used a facilitator and mentor role. I used a leadership style that made everyone feel that we were equal.

10) Empower others

- a. I was able to empower others by showing them the data and research that proved effective PLCs increased student achievement.
- b. Without identifying the exact teachers, I showed them student assessment comparisons of teachers on our campus who actively and effectively implemented strategies from PLCs to those who did not. Those who implemented the strategies had higher student achievement scores on assessments.

11) Manage change

- a. I tried to manage change on my own without involving my principal, because some teachers feel intimidated by him.
- b. I assisted these teachers by helping them develop plans or strategies that would resolve conflicts or problems. These teachers became less intimidated, because our principal is receptive to hearing about conflicts/problems as long as you bring forth some potential resolutions.

12) Evaluate self and overall study

- a. I collected data from our 2011 TAKS scores that showed the teachers who embraced our push for effective PLCs had higher student achievement scores.
- b. I completed many self-reflections during my Action Research and I continuously improved my strategies to get more staff members involved during PLCs.
- c. I am going to share the results of my Action Research Project and build upon our success in August during our beginning of the year professional development.